Comprehensive Autism Planning System (CAPS)

**Child/Student:**  Rocky

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| Time | Activity | Targeted Skills to Teach | Structure/  Modifications | Reinforcement | Sensory Strategies | Communication  Social Skills | Data  Collection | Generalization Plan |
| 11:45-12:15 | Lunch | Self-Regulation  Taking Turns  Interacting with Others | Written schedule of lunch routine  Define space to eat lunch.  Identify lunch buddies | Have body ready  Invite buddies  Reinforcement Program | Carry tray | Use communication prompters (topics and starters)  Take turns | Accuracy of completing steps of lunch routine.  Number of initiations and responses | Independently getting tray, inviting friends, and sitting in designated location.  Independent use of prompters |
| 12:15-12:25 | Transition to classroom  Sensory Break | Self-Regulation | Written Sensory Diet Routine | Selection of preferred movement activity  Reinforcement Program | Allow three choices from board | Not required | Selection and utilization of choice board | Independently select and implement choices. |
| 12:25-1:00 | Independent Reading work | Self-regulation  Reading Curricula | Written visual schedule | Reinforcement Program | Use sit and move cushion and fidget as necessary | Indicate wants and needs. | IEP goals for reading decoding and comp. | Decreased prompting and increased accuracy. |